

# E-Rate Deployed Ubiquitously (EDU)

## 2011 Pilot Program

### 1. Full description of current or planned wireless program

#### a. The nature of the wireless program

The Dysart Unified School District No. 89 began offering a free security-enabled wireless network link in 2006. This link is available to anyone within range of an access point via the K12-Public link. K12-Public access has enabled students to bring and use their own personal devices while at school as well as the community members who access our buildings for meetings and events.

The district is seeking to maximize the current wireless infrastructure by instituting a program that will allow students to use personal wireless devices as tools in the instructional process. These devices will maximize the K12-Public link during instructional hours. However, students without personal devices will need to be supplied a means of continued access during non-instructional hours as well.

#### b. How long the wireless program has been in operation and the mobile devices being used

Dysart's wireless program has been in place since 2006 and includes the use of: 5,716 laptops, 41 tablets, 11 Android phones, 610 iDEN Handset, 23 REVA PC Cards, and 63 SMART phones. In addition, numerous other devices connect to the K-12 Public link daily that are not district owned.

The district is in the process of formalizing the use of student owned devices in the classroom. This process began with the approval of the District's technology plan in June 2010. In addition, a change to the Student Handbook was approved by the Governing Board in September 2010. The wording in the handbook was altered to state that student's cell phones may be used in the classroom for instructional purposes. A parent survey was sent home in October 2010 to determine the following:

#### Survey Questions

Question 1: Does your child have a cell phone?	Yes - 4,373	No - 6,057
Question 2: Does the cell phone have an unlimited text plan?	Yes - 3,802	No - 4,109
Question 3: Does the cell phone have an unlimited data/internet plan?	Yes - 1,345	No - 6, 430
Question 4: Does the cell phone have the ability to connect to public Wi-Fi networks?	Yes - 1,460	No - 6,023

Question 5: Does your child have access to a web-enabled mobile device other than a cell phone? (ex. iPad, iPod Touch, Laptop, Etc)	Yes - 4,516	No - 4,931
Question 6: Would you consider allowing the device to be brought to school?	Yes - 3,707	No - 4,789

The first group of 24 pilot teachers will begin working to include student-owned devices in their lessons beginning January 2011. This group will be expected to be fully integrating student-owned devices in Fall 2011. Professional development will be available to all teachers during the Fall 2011 semester.

#### **c. Description of technical or availability issues associated with implementing the program**

As budget issues have grown, the district has fallen behind in its ability to replace laptops that are six years old or older. This issue, paired with the need to have all student's prepared with 21st Century Skills, encouraged the technology committee to compose a plan that addresses funding and access issues. One goal included in the technology plan is, *"Ensure every student has at least one Internet access device and software resources for research, communication and multimedia content creation, and collaboration for use in and out of school."* This will be accomplished by combining district provided devices with the accessibility of student's personal Internet enabled devices. To maintain equity, this plan will require the district to provide devices and Internet access to those students who do not own their own devices.

#### **d. What training has been or will be provided**

The technology plan includes the requirement of designing professional development for teachers to ensure students have the skills to properly leverage the power of their student's personal devices. Two committees were established in November 2010: one is focused on developing classroom management strategies, and the other is focused on designing professional development for the use of student owned devices. Professional development is to be delivered to a pilot group of teachers by Spring 2011 with classes open to all teachers beginning Fall 2011.

Strategies for reading that involve student recording their voices as they read a passage and then listening to their recording will be implemented. The recordings will be saved allowing students to build an electronic portfolio of their reading fluency. Math apps and online tutorials are also being explored to be used for differentiated instruction. Both the pilot group and the committee will compose and publish lesson plans and video segments that will be shared with all staff.

#### **e. The extent to which the program is integrated with other federal, tribal, state, regional or local governmental or non-profit initiatives**

Dysart's wireless plan is directly written into the Technology Plan that was submitted to the state for approval. It directly supports the National Technology Plan step 4.2 which states, *"Ensure every student has at least one Internet access device and software resources for research, communication and multimedia content creation, and collaboration for use in and out of school"*. In addition, federal funding from Title II-D and ARRA is being used to purchase iPod Touch devices and professional development that will be delivered to the pilot group of teachers in the Spring of 2011.

## **2. NSLP poverty level and discount rate of school**

The following schools are listed according to the percent of their population that is eligible for free and reduced lunch:

- El Mirage Elementary with 100%
- Thompson Ranch Elementary 87%
- Riverview Elementary 86%
- Surprise Elementary 81%

## **3. Financial need of school, including any additional budgetary hardships**

Last year, the Arizona Legislature took various amounts from school districts across the state to balance its budget. In Dysart, one of the few districts in the state that is still expanding, that amount was about \$3 million. This year the district has seen its budget drop \$9 million resulting in the elimination of twenty-four instructional coach positions. The intramural athletics budget was cut 20 percent. Bus routes for gifted students and special programs were reduced or eliminated. There are no capital funds available this year.

In addition to the financial need of the district, the four schools that will be impacted by this grant have the highest populations of students in poverty. The student's attending these schools are the least likely to have Internet access at home and are in the greatest need of assistance.

## **4. All costs associated with implementing the wireless program**

The following access cards are available for free: Sprint 3G/4G USB U600, Sprint 3G/4G USB Modem 250U by Sierra Wireless, Overdrive™ 3G/4G Mobile Hotspot by Sierra Wireless. These will include an unlimited data plan in the amount of \$39.99 per month for each access card.

- 120 access cards (30 per school) for 12 months will cost \$ 57, 585.60 per year.

## **5. The committed resources available to implement the program and their funding source**

- Stipend paid to teachers in Pilot group \$3,000.00 per teacher per year.
- Maintenance of current data in iAssess database to allow for monitoring of student growth, specifically maintenance of a MS SQL 2005 server and Windows 2003 Server \$10,000
- Salary of programmer to maintain accurate data in iAssess database \$15,000
- Laptops provided by the school/district for student's to checkout \$84,000 (30 per school at \$700 each)

## **6. The effect EDU2011 will have upon the school's projects**

The EDU2011 will support schools as they work toward Goal 3-B of the District's Strategic Plan: *Evaluate annually the effective implementation of the District Technology Plan in the areas of integration, student access and student achievement.* Schools will be selecting students to participate based on achievement scores and/or wireless access. Specifically, students who according to AIMS were identified as not making one year's growth and as measured by year to year SCALE scores require additional support in order to make achievement gains. The students will be given additional interventions to be completed via the Internet and the wireless cards will be used for the students who do not have access at home.

Providing access to those students who would not normally have it at home will expand the district's wireless program. This access will extend the learning day beyond school hours for those students who are in most need of additional help.

## 7. Analysis of cost-effectiveness of current or planned program compared to other technology that would also meet the school's needs

The current plan will provide students access at home to Internet enabled devices that they otherwise would not have. This plan is providing equity in a way that is specifically targeting those students that are in the most need of assistance. The cost of the current plan would be \$57, 585.60 per year. The cost is calculated as follows: 120 access cards (30 per school) for 12 months at \$39.99 per month = \$ 57, 585.60 per year.

An alternative would be to provide open computer labs during off school hours. The cost of this not including transportation, building utilities, would be \$128,128.00 per year. This cost was calculated as follows: 4 hours per day at \$22 an hour = \$88. If the teachers provide services for 7 days a week,  $88 \times 7 = \$616$ . Providing this service 52 weeks per year is  $616 \times 52 = \$32,032$ . If the service is offered at all four schools then,  $32,032 \times 4 = \$128,128.00$ .

Ultimately, the planned program will save at least \$70,542.40 over the alternative and provide more access than could be given with the alternative.

## 8. Relevant technology planning documents

- District's Strategic Plan (Appendix A)
- District's Technology Plan (Appendix B)

## 9. Descriptions of measures taken to comply with CIPA

The following are included in the district's technology plan:

### **Technology Action Step: 5.2.1 Safe Schools - Internet Safety - CIPA (Children's Internet Protection Act) Compliance**

Provide safe and appropriate Internet access through content filters that are compliant with CIPA procedures.

### **Technology Action Step: 5.2.2 Safe Schools - Internet Safety - Electronic Information Services Agreement**

Require all staff, students and parents to read, accept and sign Electronic Information Services Agreement (EIS) prior to using technology tools.

### **Technology Action Step: 5.2.3 Safe Schools - Internet Safety - Maintenance & Support Policies and Procedures**

Develop policies and procedures related to maintenance of hardware, software, infrastructure and security in addition to current technology tools by January 2011.

## 10. Descriptions of internal policies and enforcement governing acceptable use of wireless devices

All laptops that will be available to students for this program will be equipped with a mobile client forcing users to stay in compliance with CIPA. We provide this level of secure internet browsing by implementing a remote client that is installed locally on each laptop. The appliance we use to enforce this is made by Marshall 8e6.

Page 9 of the Discipline Procedures states the following,

*"When a student brings cell phones or other electronic devices (see definition) to school, please remember:*

- 1. The District is NOT responsible for the loss, damage and/or theft of any of these types of devices.*
- 2. These items must be in the off position and not be displayed for use during the entire school day from bell to bell, unless otherwise directed by a staff member for instructional purposes or for use as an educational resource.*
- 3. Misuse of electronic devices may result in consequences in addition to confiscation of the device.*

4. Disciplinary consequences will be assigned to any student who is in violation, of the Internet and E-mail User Agreement.”

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*Electronic Devices include cell phones, pagers, hand-held computers, media players or other electronic items. These items must be in the off position and not be displayed for use during the school day from bell to bell, unless otherwise directed by a staff member for instructional purposes or for use as an educational resource. Electronic Devices may not interfere with the learning, safety or well-being of others. The District is not responsible for the loss, damage and/or theft of any of these types of devices.*

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*Technology Misuse is the failure to use hardware, software, electronic devices, web pages and networks for the intended educational use or in a manner that causes disruption at a campus or any district facility, including proxy use.*

**The Internet and E-Mail User Agreement includes the following:**

**Acceptable Use:** Each user must:

- Use Electronic Information Systems (EIS) to support personal educational objectives consistent with the educational goals and objectives of Dysart Unified School District.
  - Agree not to submit, publish, display or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material.
  - Immediately inform their teacher if inappropriate information is mistakenly accessed.
  - Abide by all copyright and trademark laws and regulations.
  - Not reveal home addresses, personal phone numbers or personally identifiable data, unless authorized to do so by designated school authorities.
  - Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school-employed persons.
  - Not use the EIS in any way that would disrupt the use of the EIS by others.
  - Not use the EIS for commercial or financial gain, political lobbying, or fraud.
  - Follow the district's code of conduct.
  - Not attempt to harm, modify, add or destroy software or hardware nor interfere with system security.
  - Understand that inappropriate use may result in cancellation of permission to use the EIS and appropriate disciplinary action up to and including expulsion for students.
  - Publish information/student work only on DUSD servers or district approved web hosting vendors.
- Users placing information on the Internet using the district's EIS are publishing information on behalf of the district.*
- Be responsible for the appropriate storage and backup of their data.
  - Use of EIS for information collection purposes (online surveys, email, etc.) must follow existing district policies and have appropriate administrative approval.

*In addition, acceptable use for district employees is extended to include requirements to:*

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use district accounts.
- Take responsibility for assigned personal and district accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and district accounts and files by unauthorized persons.

**Unacceptable Uses:**

- Users may not connect or install any computer hardware, hardware components or software, which is their own personal property to and/or in the district's EIS without the prior approval of the District Information Technology Department.
- Users shall not post information that could cause damage or pose a danger of disruption to the operations of the EIS or the District.

- *Users shall not access the network for any non-educational purposes.*
- *Users will not gain or attempt to gain unauthorized access to the files of others, or vandalize the data or files of another user.*
- *Users will not download and use games, files, documents, music, or software for non-educational purposes (i.e., Shockwave games/animations, audio and other visual files).*
- *Users will not possess any data, which may be considered a violation of these regulations, in paper, magnetic (disk), or any other form.*
- *Users will not display name or photo to personally identify an individual without receiving written permission.*
- *Users will not reveal full name, address, phone number, or personal email without permission from an adult.*
- *Users shall not plagiarize works that are found on the Internet or any other electronic resource.*
- *Users will not harass, insult, attack others or use obscene language in written communications.*
- *Users will not post anonymous messages.*
- *Users may not use free web-based email, messaging, video conferencing, or chat services without written permission from the District Information Technology Department.*

**Resource Limitations:**

- *Activities that are deemed by the network supervisor to cause unreasonable demand on network capacity or disruption of system operation are prohibited.*
- *Users shall subscribe only to high quality discussion groups or mailing lists that are relevant to their educational or career development.*
- *Users shall not use the District's EIS for commercial purposes or financial gain. This includes the creation, development and offering of goods or services for sale, and the unauthorized purchase of goods or services. District approved purchases will be made following district approved procedures.*
- *The district's portable information systems and educational technology resources, such as notebook computers, peripherals, and/or companion devices, will be at the school sites during school hours.*

**Personal Responsibility:**

- *I will report any misuse of the EIS to the administration or system administrator, as is appropriate.*
- *I understand that many services and products are available for a fee and acknowledge my personal responsibility for any expenses incurred without district authorization.*

**Network Etiquette:** *I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:*

- *Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages.*
- *Respect privacy. I will not reveal any home addresses, or personal phone numbers, or personally identifiable information.*
- *Avoid disruptions. I will not use the EIS in any way that would disrupt the use of the systems by others.*
- *Observe the following considerations:*
  - *Be brief.*
  - *Strive to use correct spelling and make messages easy to understand.*
  - *Use short and descriptive titles for articles.*
  - *Post only to known groups or persons.*

**Services:**

*The Dysart Unified School District specifically denies any responsibility for the accuracy of information. While Dysart Unified School District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the EIS is used and bears the risk of reliance on the information obtained.*

*To help students, parents and community members report threats, bullying or other criminal actions, the Dysart Unified School District has established a Safe Schools Hotline. A message may be left on the hotline 24/7. The hotline number is (623) 876-7009. All members of our community - including students - are urged to play an active role in school safety by reporting all threats, bullying situations, violent acts, or other similar behavior for investigation by school and law enforcement officials.*

#### **11. The location of the school**

El Mirage Elementary School  
13500 North El Mirage Road  
El Mirage, AZ 85335

Riverview Elementary School  
12701 N. Main Street  
El Mirage, AZ 85335

Surprise Elementary School  
12907 W. Greenway Road  
El Mirage, AZ 85335

Thompson Ranch Elementary School  
11800 W. Thompson Ranch Road  
El Mirage, AZ 85335

#### **12. The name of the school. Complete list of schools that will be served along with their billed entity numbers**

Dysart Unified School District No. 89 - 142990  
El Mirage Elementary - 97886  
Riverview Elementary - 16052011  
Surprise Elementary – 97889  
Thompson Ranch Elementary - 16024409

#### **13. Description of school or district, including type of school**

The Dysart Unified School District is dedicated to serving the needs of all children with high quality educational services, before- and after-school programs, community education classes, and services for the entire community.

Dysart is the fastest growing school system in Arizona. Since 2000, the district has more than tripled in size. Despite the unprecedented growth, we are focused on preparing our students to thrive in the new century. We are proud of our modern facilities, our programs focused on the Arizona Academic Standards, and the engagement of students in their education.

##### **Location / Population**

- 140 square miles, serving part of El Mirage, Glendale, Surprise, Youngtown and Maricopa County in the Northwest Valley.
- Boundaries: Glendale Avenue north to Jomax Road, 115th Avenue west to Airport Road (White Tank Mountains).
- Educating 24,000 students.



- 10-year analysis shows Dysart is fastest growing school system in Arizona.

### **Campus Facilities**

- 20 elementary schools, 1 alternative program campus and 4 comprehensive high schools.
- Since 2000, 15 elementary schools and 3 high schools have been built with state and local support.

### **Academics**

- 4 schools rated as "Excelling" and 6 schools rated as "Highly Performing" by the Arizona Department of Education.
- All schools completing comprehensive continuous improvement plans.
- Advanced placement, career and technical education, International Baccalaureate, gifted and special education programs provided.
- Elementary schools include grades K-8; full-day kindergarten available for all students.

### **Finances**

- Total General Fund: \$135 million.
- Primary tax rate of \$3.28, secondary tax rate of \$1.72 (Bonds, M&O Override, K-3 Override and Capital Override). Total tax rate of \$5.00, a fifty-eight cent reduction from the previous year.
- Recipient of more than \$11 million in competitive and discretionary state and federal grants.
- According to Auditor General, lower-than-average plant-operation costs.
- According to the Auditor General, in the five year period from 2003-2008, Dysart's average teacher salary increased by \$11,314 to \$47,223. This 32% increase was achieved while retaining an average teacher experience of 6.2 years and an average class size increase of less than one student per teacher.
- Outsourcing of custodial and food service operations, under close district supervision.
- FY 09-10 Budget Breakdown: Classroom Instruction 59.4%, Facilities Operations 11.9%, Instructional & Student Support 12.6%, District Administration 4.6%, Transportation 5.8% and School Administration 5.7%

## **14. Description of wireless program's curriculum objectives, grade levels included and number of students and teachers involved**

### **Curriculum Objectives:**

- **Reading/Language Arts Proficiency** - The school will meet the annual measurable objectives in reading for each grade level in each sub group including ELL and Special Education as measured by AIMS
- **Mathematics Proficiency** - The school will meet the annual measurable objectives in math for each grade level in each sub group including ELL and Special Education.

**Grade Levels Included:** 3-8 grade

### **Students Involved:**

El Mirage - 599

Riverview - 622

Surprise - 552

Thompson Ranch - 522

### **Teachers Involved:**

El Mirage - 24

Riverview - 25

Surprise - 24

Thompson Ranch - 24



## 15. Summary of any data collected by the school on outcomes and achievement of objectives

### One Year's Growth 2010 AIMS

The percentage of students making OYG based upon the ADE MAP calculations for the Achievement Profiles.

School	No. of Students	Reading OYG	2009 AIMS SCALE scores	2010 AIMS SCALE scores	2010 SCALE scores minus 2009 SCALE score Average
El Mirage	325	55%	466.15	490.12	23.97
Riverview	297	52%	468.98	490.27	21.30
Surprise	285	54%	470.20	492.54	22.34
Thompson Ranch	258	55%	464.33	487.43	23.10

### 2010 FAME Benchmark 1

School	Math					Reading				
	FFB	A	M	E	Total	FFB	A	M	E	Total
El Mirage	81%	15%	4%	0%	699	44%	36%	19%	1%	598
Riverview	71%	20%	9%	0%	739	28%	41%	30%	1%	661
Surprise	72%	22%	6%	0%	661	30%	39%	30%	1%	578
Thompson Ranch	77%	19%	4%	0%	609	34%	38%	27%	1%	545

### 2010 FAME Benchmark 2

School	Math					Math Avg Hake	Reading					Reading Avg Hake
	FFB	A	M	E	Total		FFB	A	M	E	Total	
El Mirage	51%	27%	20%	1%	775	0.192	23%	44%	31%	3%	679	0.078
Riverview	39%	27%	29%	5%	808	0.232	18%	33%	45%	4%	715	0.140
Surprise	36%	31%	30%	3%	722	0.260	19%	30%	48%	4%	624	0.163
Thompson Ranch	32%	27%	38%	4%	674	0.320	18%	34%	42%	7%	596	0.211

## Appendix A

**STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVE**

**THEME #1: DYSART WORK CULTURE**

**(Organizational Climate)**

**RECOMMENDED GOAL "1-A": CREATE A CULTURE WHERE STAFF HAVE ADEQUATE TIME, EMPOWERMENT, LEADERSHIP, RESOURCES, AND HUMAN DEVELOPMENT.**

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Assess how staff use work time outside student instruction time.	Reports showing how work time outside of student instruction time, including: percentage of time classroom teachers spend on duties not directly connected with instruction; percentage of time staff spend working collaboratively with colleagues in specified area; and the percentage of time staff spend on professional development outside the classroom.	Professional Development Tool. Work Order Logs. Coaching Logs. Staff Meeting minutes. School schedules. Duty schedules. Staff development schedule. School / District calendar. Activity schedules. Software / application use logs. Dysart Working Condition Survey. Directors of Curriculum, Business, IT, Student Support Services, and staff.	May 2010 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 6.9.10</b>
2. Design and implement a plan that provides adequate allocation of time that results in growth in student achievement.	Plan that adequately allocates time to address student achievement goals. The plan will include percentage of time classroom teachers spend on duties not directly connected with instruction; percentage of time staff spend working collaboratively with colleagues in specified area; and, the percentage of time staff spend on professional development outside the classroom.	Reports including data on: how work time is used when students are not in attendance; percentage of time classroom teachers spend on duties not directly connected with instruction; percentage of time staff spend working collaboratively with colleagues in identified areas; and percentage of time staff spend on professional development outside the classroom.	August 2010 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.14.10</b>
3. Evaluate the time allocation plan.	A report will be produced analyzing student achievement measures correlated to time allocation.	Time allocation plan and data. Student achievement data. Administrator for Research and Accountability.	August 2011

4. Design a plan to implement the Seven Norms of Collaboration into the culture of the district and at each site.	Materials for training. Trainer of trainer group of 20 identified stakeholders. Training implemented for all staff.	Seven Norms Training Materials. Administrative Council Planning Team (ACPT). Trainer of Trainers.	May 2009
5. Design a working conditions survey based on the Arizona Teacher Working Conditions survey.	Survey tool produced.	AZ Teacher Working Conditions survey.  Human Resource Department.  Action Team.	August 2009-Survey design November 2009-Pilot survey <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 10.7.09</b>
6. Evaluate the working conditions of the district utilizing the Dysart Teacher Working Condition Survey.	Survey results report.	Survey tool. Cabinet and Action Team.	Annual- starting January 2010 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 3.10.10</b>
7. Design and implement an annual inventory of facilities and resources to evaluate acceptable access to facilities, equipment and materials.	Annual Inventory produced. Annual evaluation report.	Inventory reports on facilities, equipment and materials. Director of Finance and staff.	July 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.9.09, 8.18.10</b>
8. Design a program evaluation process to assess the impact of professional development on student achievement.	Program evaluation procedures in place including the utilization of Professional Development tool for all employees.	Director of Curriculum and staff Directors of Transportation, IT and Business and Staff. Data on professional development offerings and schedules.	March 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 4.22.09</b>
9. Assess professional development options for staff that is relevant and specific to their respective job responsibilities.	Professional Development Report that includes data on professional development options, identified needs, and access.	Director of Curriculum and staff. Directors of Transportation, IT and Business and Staff. Data on Professional Development offerings and schedules. Job descriptions/responsibilities.	July 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.22.09</b>
10. Assess the needs of staff for professional development to support acceptable job performance.	Professional Development Report that includes data on professional development needs.	Director of Curriculum and staff. Directors of Transportation, IT and Business, and Staff. Data on Professional Development offerings and schedules. Job descriptions/responsibilities.	July 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.22.09</b>

11. Assess the availability staff have to professional development during the work day.	Professional Development Report that includes data on professional development access.	Director of Curriculum and Staff. Directors of Transportation, IT and Business, and Staff. Data on Professional Development offerings and schedules.	July 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.22.09</b>
12. Evaluate the district's communication plan.	75% of communication plan objectives are achieved by May of each year.	Annual Communication Plan. Director of Community Relations and staff.	Annually-starting March 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 4.22.09</b>
13. Evaluate the district's formal complaint policy.	Policy is revised, adopted and communicated.	Complaint policy and supporting documents. Action Team including all stakeholders.	June 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 8.12.09</b>

## STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES

### Theme #2: Modeling Success

#### (Leadership and Administration)

**RECOMMENDED GOAL"2-A": Assess and adopt a "Policy Governance" model that supports the Governing Board operating in a trustful environment.**

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Assess governance models for Board governance.	Governance model adopted.	Models of Governance	May 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 4.8.09
2. Evaluate and revise policy to support adopted governance model including Board Evaluation process.	Policy adoption.	Policies. Adopted Governance Model. Training.	June 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.23.09 Policy Revision Ongoing
3. Implement training to support adopted governance policy.	Governing board self-evaluation.	Training. Governing Board Self-evaluation.	December 2009

## STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES

### Modeling Success

#### **RECOMMENDED GOAL "2-B": Design strategies to build trust among and between all stakeholders.**

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Assess district operating procedures with respect to the following characteristics of trust: honesty, reliability, respect, integrity, trustworthiness, empathy, loyalty, accepting others point of view, tolerance, walking the talk, committed to building relationships.	Survey results and focus group results indicate targeted trustful environment at the administrative level.	Utilize Speed of Trust Survey for Administrative Council Focus groups.	Annually—starting October 2009
2. Implement a feedback system for community members and staff utilizing comment cards.	A report of collected response and reporting made available.	Director of Community Relations and staff. Comment cards.	August 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.9.09</b>
3. Design and implement website location dedicated to distributing comprehensive information related to district action teams including, but not limited to, information on becoming involved in action teams, membership of action teams, and action team meeting schedules and minutes.	Website available with action team information.	Directors of Community Relations and Director of IT and staff. Technology resources Action Team listing and information.	January 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 2.25.09</b> <b>AND SEE</b> <a href="http://dysart.org/ParentsandStudents/committees/index.html">http://dysart.org/ParentsandStudents/committees/index.html</a>
4. Evaluate the use and effectiveness of the action team web site.	Number of people accessing site, minimal number of clicks to get to site, and increasing number and diversity of participants in action teams.	Focus group. Website data. Web survey report.	Annually-starting November <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 12.9.09</b>
5. Design and implement an action team structure to involve students, parents, staff and community members in the decision making	Consistent action team structure Action team's membership reflects broader representation.	List of current and standing action teams. Seven Norms of Collaboration Materials. Forms and application materials for action team	June 2009



process.		membership. Action Team web information.	
6. Assess customer service at district sites and departments.	Dysart Strategic Plan Survey Report.	Dysart Survey. Report.	Annual-starting November 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 3.10.10</b>
7. Design and implement customer service training programs.	Training program designed based on customer service assessment. Training program implemented with 100% of staff.	Survey Results. Training material. Director of Community Relations and staff.	Annual training –starting January 2010 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 3.10.10</b>
8. Evaluate the effectiveness of the customer service.	Dysart Strategic Survey will show 10% annual growth in customer satisfaction to reach 90-100% satisfaction. Annual report.	Survey. Survey Results. Educational Support Services department and staff.	Annually-starting November 2010
9. Assess Professional Learning Community model for shared leadership throughout school and department communities.	Report on the current utilization of Professional Learning Community models	School reports. Site level focus groups.	December 2010

## STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES

### Modeling Success

#### RECOMMENDED GOAL "2-C": Evaluate adequacy of Human Resources practices and service.

OBJECTIVES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
1. Evaluate the Human Resources Department practices and service.	Outside Independent Audit Report.	Independent Auditors.	May 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.23.09
2. Design and implement a Human Resources Continuous Improvement plan.	Continuous Improvement Plan designed and implemented to address identified audit needs.	Outside Independent Audit Report. Assistant Superintendent for Human Resources and staff.	August 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 10.21.09
3. Evaluate the Human Resources Department practices and service.	100% of identified goals accomplished District Survey results indicate targeted performance improvement.	Continuous Improvement Plan. District survey. Assistant Superintendent for Human Resources and staff.	August 2010 <b>COMPLETED EVALUATION</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 8.18.10

## **STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES**

### **Theme #3: Exceeding Standards, Future Ready**

#### **(Student Achievement)**

#### **RECOMMENDED GOAL “3- A”: Optimize resources to drive student achievement.**

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Assess adequate class size and student / teacher ratio target utilizing a Superintendent’s Work Team.	A work team will make recommendation to Governing Board.	Work Team. Master schedules. Staffing. Comparison district information. Funding. Student achievement.	January 2009  <b>COMPLETED REFERENCE GOVERNING BOARD MEETING PACKET DATED 1.28.09</b>
2. Evaluate current field trip policy and practices as a support resource to enhance academic achievement.	Field trip guide published that assures alignment of policy, purpose and procedures shared annually with Administrative Council, Site Council, staff, and PTO meeting annually.	Director of Curriculum and staff. Policy. Current practice. State standards. Samples of field trips as an integrated resource. Audit of field trips. Schedule of presentation.	June 2009  <b>COMPLETED REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.22.09</b>
3. Evaluate the effectiveness of the implementation of policy and practice in assuring consistency in field trip procedures.	Audit of field trip requests indicate alignment to purpose, policy, and procedures and for consistency across all schools.	Director of Curriculum and staff. Policy. Samples of field trips as an integrated resource. Audit of field trips.	Annually-June 2010 <b>COMPLETED REFERENCE GOVERNING BOARD MEETING PACKET DATED 6.9.10</b>
4. Design and implement an Intervention Model for differentiated instruction which includes “ If – Then” statements that will provide clear entry and exit criteria and options at each level and content area.	Intervention plan.	Director of Curriculum and staff. Best practices research. Student Achievement data. Classroom observation data. Curriculum and resources online.	Continual updating-roll out December 2010
5. Evaluate the Intervention model for impact on student achievement.	Increased student achievement as measured by assessments.	Audit for consistent application of the model.	December 2011

6. Evaluate grade book, parent viewers' adequacy for providing information in support of student progress.	Reports that show parent use of tool.  Survey of teachers, parents, administrators and students that show tool is adequate.	Survey. Directors of Curriculum and IT and staff.	June 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.22.09</b>
7. Evaluate the recruitment, retention and training of guest teachers.	Report outlining the process and procedures for recruitment, retention and training to ensure adequacy and make recommendations for revision.	Current practices and processes. Retention data. Training evaluation feedback form Guest Teacher feedback form.	June 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.22.09</b>
8. Assessing the implementation of permanent guest teacher position at each school.	Report finding of feasibility.	Substitute/coverage days and type of coverage. Guest teacher feedback data Funding.	February 2010  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 2.10.10</b>
9. Evaluate guest teacher lists quarterly to insure accuracy of contact information.	Revised quarterly list provided to all schools.	Guest Teacher Roster.	Quarterly- starting January 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 2.25.09</b>
10. Design program evaluation for counseling program.	Program evaluation process.	American School Counselor Association Resources.	April 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 5.27.09</b> Quarterly Presentation 7.22.09
11. Evaluate the current counseling services for career and academics.	Adequate services provided as measured by student exit survey and service data reports.	Directors of Student Services, and Career and Technical and staff. Program evaluation process Action Team. Students and parents' survey on adequacy of counseling services provided for career and academic support.  Students and parents' survey on adequacy of counseling services provided for career and academic support.	February 2010  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 3.24.10</b>

		<p>Report that shows current time spent by counselors in career and academic support.</p> <p>Students and parents' survey on adequacy of counseling services provided for career and academic support.</p> <p>Exit survey-100% of graduates receive exit surveys upon graduation and within 2-3 years following graduation regarding adequacy of counseling services to support career and academic post graduate plans.</p> <p>Counseling data on services provided.</p>	
12. Plan development of informational sessions for parents and students on careers and academics opportunities.	Number of parents and students attending sessions increases annually.	<p>Career and academic course offering information including course guides</p> <p>Post secondary information.</p> <p>ECAPs information.</p> <p>Directors of Student Services, Career and Technical Education and community Education and staff.</p> <p>District and school calendars.</p>	<p>Annual-starting January 2009</p> <p><b>COMPLETED and ONGOING</b></p> <p><b>REFERENCE GOVERNING BOARD</b></p> <p><b>MEETING PACKET DATED 2.25.09</b></p>
13. Evaluate district guidelines for K – 8 special areas including art, physical education, music, and library media to determine adequacy of offerings, staffing and minimum per year instructional minute	Provide report with recommendations for staffing and minimum instructional minutes for art, physical education, music, and library media.	<p>Master schedules; Curriculum.</p> <p>State standards; Staffing.</p> <p>Enrollment data.</p> <p>Directors of Curriculum and IT and staff.</p> <p>Action Team.</p>	<p>March 2009</p> <p><b>COMPLETED</b></p> <p><b>REFERENCE GOVERNING BOARD</b></p> <p><b>MEETING PACKET DATED 4.22.09</b></p>
14. Evaluate the implementation of guidelines for K – 8 schedules for special area classes including art, physical education, music, and library media to assure adequacy and consistency across schools.	Adequate provision of K-8 special areas instruction for PE, Art, Music and Media applied consistently across school sites.	<p>Evaluation report with recommendations for staffing and minimum instructional minutes for art, physical education, music, and library media.</p> <p>Director of Curriculum and staff.</p>	<p>August 2009</p> <p><b>COMPLETED</b></p> <p><b>REFERENCE GOVERNING BOARD</b></p> <p><b>MEETING PACKET DATED 9.23.09</b></p>

**STRATEGIC PLAN RECOMMENDED GOAL AND OBJECTIVE**

***Exceeding Standards, Future Ready***

***RECOMMENDED GOAL “3 – B”: Evaluate annually the effective implementation of the District Technology Plan in the areas of integration, student access and student achievement.***

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Design assessment tools to evaluate and report on the achievement of the district technology plan.	Assessment tool and progress report.	Directors of IT and Community Relations staff. Technology plan. Technology resources. Assessment tools.	2009 – 2010 school year <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD</b> <b>MEETING PACKET DATED 1.27.10,</b> <b>8.18.10</b>

**STRATEGIC PLAN RECOMMENDED GOAL AND OBJECTIVE**

***Exceeding Standards, Future Ready***

***RECOMMENDED GOAL “3 – C”: All Dysart graduates will succeed in college, work and life by mastering the New Century Learner Skills (problem solving, collaboration, leadership and communication technology) and meeting or exceeding the academic standards required by the state by spring 2013.***

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Implement plans resulting in students meeting or exceeding on measurements of state standards.	100% of students will meet or exceed state standards as measured by mandated state assessments. 100% of student will be proficient in Reading by the end of the 3 <sup>rd</sup> grade as measured by the mandated state assessments. 100% of students will be proficient in Mathematics by the end of 5 <sup>th</sup> grade as measured by the state mandated assessments. 100% of the student will take 8 <sup>th</sup> grade Algebra or Advanced Algebra as indicated by student schedules. 100% of the students will take 4 years of HS Math & Science as indicated by student schedules.	District Educational Services. Continuous Improvement Plan. School level Continuous. Improvement Plan. Student achievement data.	Spring 2013
2. Implement plans resulting in students displaying mastery of New Century Learner Skills.	100% of the students will display mastery of New Century Learner Skills as measured by a New Century Learner Skills Inventory measuring number of problem based learning units and by walk through observations.	New Century Learner report. New Century Learner Skills. Inventory Walk. I-observation11/26/2008.	Spring 2013



3. Implement plans resulting in students completing a K – 8 portfolios which include a STEM project.	100% of the students will complete a K – 8 portfolios which include a STEM project.	Director of Curriculum and staff. Building level administrators. STEM Projects. On line portfolio tool.	Spring 2012
4. Implement plans resulting in students completing a high school exit portfolio with an internship / job shadowing.	100% Of the students will complete a HS exit portfolio with an internship / job shadowing.	Online portfolio tool. Internship/job shadowing opportunities. Internship/job shadowing forms.	Spring 2012
5. Implement plans resulting in increasing numbers of students enrolled in Advanced Placement, Dual Enrollment, Honors, CTE, on-line and hybrid courses.	Increasing numbers of students enrolled in Advanced Placement, Dual Enrollment, Honors, CTE, on-line and hybrid courses each year as measured by student schedules.	AVID program data. <b>Student Education &amp; Career Action Plans.</b> <b>High School Administrators.</b> <b>High School Counselors.</b> <b>Directors of Curriculum, Student Support, CTE, It and staff.</b> <b>Assistant Superintendents for Academic and Educational Support Services.</b>	Spring 2010 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.15.10</b>
6. Implement plans resulting in students achieving 1650+ on the SAT or 26+ on ACT.	100% of the students will achieve 1650+ on the SAT or 26+ on ACT.	<b>Student Education &amp; Career Action Plans.</b> <b>High School Administrators.</b> <b>Directors of Community Education and Curriculum and staff.</b>	Spring 2013
7. Implement plans resulting in increasing numbers of students taking fine art courses.	The number of students taking fine arts courses will increase by 10% by 2011 as measured by student schedules.	<b>Student Education &amp; Career Action Plans.</b> <b>Scheduling options for fine arts instruction.</b> <b>Listing of fine arts. Competitions and performance opportunities.</b> <b>High School Administrators.</b> <b>High School Counselors.</b> <b>Director of Curriculum and staff.</b>	August 2011
8. Implement plans resulting in all schools achieving an Excelling label by Fall 2013.	AZ Learns Student Achievement Report.	<b>Yearly Label Goal Chart.</b> <b>Educational Services staff.</b> <b>Building Administrators.</b> <b>Cabinet Members.</b> <b>Student Education &amp; Career Action Plans.</b> <b>Curriculum and instructional resources.</b> <b>Continuous Improvement Plans.</b> <b>Professional development listings for teachers.</b>	Fall 2013

9. Implement a plan resulting in 100% of HS students taking PSAT, SAT and / or ACT.	Yearly report on the number of HS students taking the PSAT, SAT and / or ACT.	<b>Student Education &amp; Career Action Plans.</b> <b>Curriculum and instructional resources.</b> AVID. <b>High School Administrators.</b> <b>Director Curriculum and staff.</b>	Spring 2012
10. Design and implement District or high school College and Career Centers.	High School College and Career Centers established.	Career and Technical Education Director and staff. Lead Counselor and staff. Training. Technology. <b>High School Administrators.</b> <b>Director Curriculum and staff.</b>	Fall 2010
11. Implement a plan resulting in students completing an ECAP plan.	ECAP completed for every student.	Career and Technical Education Director and staff. High School Counselors. Training. Technology. <b>High School Administrators.</b> <b>Director Curriculum and staff.</b>	Spring 2010

## STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES

### *Exceeding Standards, Future Ready*

**RECOMMENDED GOAL “3 – D”:** *Use data to drive instructional decision-making process to support data informed decision making at the school site level and district level.*

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Design and implement school-wide data team structures to analyze data to inform instruction at the student level.	Plan to create Data Teams including: defining data team members.  Data teams in place at every school.	Professional development data. Student achievement data. Director of Curriculum and staff.	Spring 2009  <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD</b> <b>MEETING PACKET DATED 7.22.09</b>
2. Assess the technology, time and training needed to support data teams.	Report on the allocation of resources to support data teams.	Technology resources. Directors of Curriculum and IT and staff.	Summer 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD</b> <b>MEETING PACKET DATED 7.22.09</b>
3. Design and implement a plan to support adequate technology, time and training to support data team work.	Adequate resources in place to support data team work including technology, time and training components.	Report on the allocation of resources to support data teams. Technology resources. Directors of Curriculum and IT and staff.	Fall 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD</b> <b>MEETING PACKET DATED 7.22.09</b>

## STRATEGIC PLAN GOALS AND OBJECTIVES

### *Exceeding Standards, Future Ready*

**RECOMMENDED GOAL “3 – E”:** *Evaluate the district’s Staff Development Plan, processes and data to support student achievement.*

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Implement the two year District Staff Development Plan.	Adequate district staff development provided based upon collected and analyzed data correlated to student achievement.	Educational services continuous improvement plan. District professional development survey. Student achievement data and analysis. Director of Curriculum and staff.	Summer 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.23.09</b>
2. Design differentiated school staff development plans based on data aligned to student and staff needs.	Completed plans based upon collected and analyzed data correlated to student achievement.	Educational services continuous improvement plan. District professional development survey. Student achievement data and analysis. Director of Curriculum and staff.	Fall 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.23.09</b>

## **STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES**

### **Theme #4: Healthy Students, Safe Schools**

#### **(Safety and Wellness)**

#### **RECOMMENDED GOAL “4 – A”: Design and implement a district-wide bullying education and prevention program.**

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Assess and revise current definition of bullying.	Student handbook will reflect a common definition that is consistently communicated and applied.	Student handbook. Arizona Law. Policy. Action Team.	May 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 6.10.09
2. Assess the current bullying program at each site.	Report that lists program description, frequency of instructional opportunity and measures of success.	School reports.	May 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 6.10.09
3. Design and implement a bullying prevention program.	100% of students, teachers, and school administrators participate in an annual bullying prevention education program.	Bullying prevention models. Action Team. Model adoption.	Fall 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 12.9.09
4. Design and implement strategies to market prevention bullying prevention strategies.	Students and parents survey results show targeted increased awareness of bullying prevention strategies.	Director of Student Support Services and staff. Bullying Prevention Education materials. Survey.	Fall 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 12.9.09
5. Design and implement consistent procedures for reporting bullying incidents.	Written procedures for all stakeholder groups established for reporting bullying incidents	Director of Support Services and staff. Student handbook. Discipline matrix.	Fall 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD

	100% of schools utilize the procedures. Bullying reports produced	Statistical information on bullying incidents reported. Action Team.	<b>MEETING PACKET DATED 12.9.09</b>
6. Evaluate adequacy of bullying prevention program in reducing bullying incidents.	Discipline reports show annual, targeted decrease in bullying reports.	Discipline data on bullying.	Fall 2010 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.15.10</b>
7. Evaluate the utilization of the Safe Schools Hotline.	Data indicates the percentage of reports left on the safe schools hotline correctly referred and followed up on increases annually reaching and maintaining a 90-100% success rate.	Dedicated safe schools hotline. Communication plan to share. Safe Schools Hotline number and information required for reporting to support referral and purpose. Call and referral log. Audit of referral follow up. Directors of Student Support Services, Communication Relations, and IT and staff.	January 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 2.25.09</b>

**STRATEGIC PLAN RECOMMENDED GOAL AND OBJECTIVE**

***Healthy Students, Safe Schools***

**RECOMMENDED GOAL “4 – B”:** *Implement the Parent and Student Nutrition Advisory Team that participates in district food service decisions.*

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Implement advisory team consisting of parents and students.	Advisory team meets bi-annually producing annual report with recommendations.	Advisory Team. Nutrition Guidelines and policies. Nutrition Coordinator.	August 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD</b> <b>MEETING PACKET DATED</b> <b>11.18.09, 2.24.10, 6.9.10</b>



**STRATEGIC PLAN RECOMMENDED GOAL AND OBJECTIVE**

***Healthy Students, Safe Schools***

***RECOMMENDED GOAL “4 – C”: Evaluate professional dress standards for Dysart staff and dress code for students.***

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Assess, revise and consistently apply professional standards of dress for staff.	Standards produced.	Action Team of parents, students and teachers to address student and faculty dress standards.	May 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 7.8.09
2. Assess, revise and consistently apply dress code policy for students.	Revised standards produced.	Action Team of parents, students and teachers to address student and faculty dress standards.	May 2009 <b>COMPLETED</b> REFERENCE GOVERNING BOARD MEETING PACKET DATED 6.10.09

**STRATEGIC PLAN RECOMMENDED GOAL AND OBJECTIVE**

***Healthy Students, Safe Schools***

***RECOMMENDED GOAL “4 – D”: Evaluate the discipline matrix and student handbook process as they relate to student behavior to ensure adequate standardization and enforcement.***

<b>OBJECTIVES</b>	<b>MEASURES OF SUCCESS</b>	<b>RESOURCES</b>	<b>TIMELINE</b>
1. Implement a district-wide action team to meet annually to evaluate student behavioral expectations and recommend changes necessary.	Discipline handbook and matrix revised annually. Percentage of expulsions and long term suspensions decreases annually.	Action Team. Discipline matrix. Policy. Law. Handbook Discipline data.	August 2009  <b>COMPLETED REFERENCE GOVERNING BOARD MEETING PACKET DATED 6.10.09</b>

## STRATEGIC PLAN RECOMMENDED GOALS AND OBJECTIVES

### Healthy Students, Safe Schools

#### RECOMMENDED GOAL "4 – E": Evaluate health and wellness programs, including physical education programs.

OBJECTIVES	MEASURES OF SUCCESS	RESOURCES	TIMELINE
1. Assess current health and wellness program practices at each school and evaluate those practices against district policy and practices.	Report on current practice and alignment to policy.	Policy. Wellness program data. Curriculum. Director of Curriculum and Nutrition Coordinator and staff.	December 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.23.09</b>
2. Evaluate health and physical education standards as per curriculum review and revision cycle.	Revise curriculum and resources.	Work Team. Standards. Policy. Scope and sequence. Resource inventory.	Completed summer 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 9.23.09</b>
3. Assess the correlation between effective physical education and health programs and increases in student achievement.	Report on correlation.		December 2009 <b>COMPLETED</b> <b>REFERENCE GOVERNING BOARD MEETING PACKET DATED 1.27.10</b>

## Appendix B



# Dysart Unified School District Education Technology Plan

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July 1, 2010 – June 30, 2013

## TECHNOLOGY VISION & MISSION

### **Vision Statement**

Exceeding standards, future ready!

### **Mission Statement**

Dysart learners are technologically literate life-long learners who develop strategies to collect and analyze data, solve problems, increase productivity, and communicate ideas enabling success personally and professionally as global citizens. DUSD develops these skills by providing:

1. Authentic learning experiences that foster collaboration, critical thinking and problem solving.
2. Robust school environments that provide anytime/anywhere access to quality digital content, tools and strategies to facilitate student learning.

## LEA PROFILE

LEA Profile	
LEA NAME: Dysart Unified School District	
CTDS:	070289000
NUMBER OF SCHOOLS IN LEA	24
E-RATE BILLED ENTITY NUMBER (if not applicable, indicate N/A)	142990

## TECHNOLOGY PLAN CONTACT INFORMATION

### Primary Technology Plan Contact Information

Name: Evan Allred	Telephone #: 623.876.7078
Title: Director of Information Technology	Fax #: 623.876.7046
Address: 15802 N. Parkview Place, Surprise AZ 85374	E-mail: evan.allred@dysart.org

### Secondary Technology Plan Contact Information

Name: Sunshine Darby	Telephone #: 623.876.7982
Title: Technology Training Supervisor	Fax #: 623.876.7046
Address: 15802 N. Parkview Place, Surprise AZ 85374	E-mail: sunshine.darby@dysart.org



## TECHNOLOGY PLAN TERM

**LEA Name: Dysart Unified School District**

**Begins: JULY 1, 2010**

**End: JUNE 30, 2013**

## CIPA CERTIFICATION

*(Schools or Districts who apply for E-Rate should check the first option below)*

  X   The LEA applies for E-Rate funds and are therefore not required to submit CIPA compliance under the ESEA to the Arizona Department of Education, but instead submit CIPA compliance certification directly through the E-Rate application.

       Every “applicable school”<sup>1</sup> has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.

       Not all “applicable schools”<sup>1</sup> have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.

       The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

<sup>1</sup>*(An “applicable school” is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet*

## LEA APPROVAL & SIGNATURE

**Date the plan was approved by the LEA governing board: xx/xx/xxxx**

**OR**

**Date the plan will be submitted for board: 6/23/2010**

**Signature of Authorized LEA Agent (signed in blue ink)**

_____	_____
<b>Signature</b>	<b>Date</b>
_____	_____
<b>Printed Name</b>	<b>Title</b>

## TECHNOLOGY COMMITTEE

LEA Technology Committee		
Member	Title (if applicable)	Constituency Represented
Bill Perry		Community Member
Kyle Sanford		Parent
Jean Lewis		Parent
Dr. Jan Jones		Community Member
Cathy Sylvester		Staff
Paul Custer		Teacher
Karen Barteski		Teacher
Larry Cox		Grandparent
Jeff Martin		Parent
Laurie King		Parent
Lidia Goodman		Teacher
Connie Ferguson		Staff
Evan Allred		Staff
Sunshine Darby		Staff
Dr. Quinn Kellis		Staff
Dr. Cyndi Miller		Staff
Scott Thompson		Staff

## NEEDS ASSESSMENT

### **Student Learning**

#### **Current Reality**

The teachers in the Dysart school district work in professional learning communities (PLCs) to plan and develop instruction aligned to student needs. Planning of instruction includes an ongoing review of data available in Dysart's Instructional Management Suite, iPal. This data currently includes: AIMS, Azella, DIBELS, District Benchmark Tests, and TerraNova. In iPal, student achievement data is dynamic, meaning that it displays live data dependent on the user's role. Achievement data is viewable by school, grade level and by individual student. The results of the most recent assessment will be displayed first. Benchmark and AIMS data is aligned to state standards and viewable by concept.

Student technology literacy is assessed twice a year using the Technology Literacy Assessment tool available via Learning.com. This assessment is administered to a small sampling of students at 5<sup>th</sup> and 8<sup>th</sup> grade. While we have not received all of the post assessment results for this year, we do have pre-assessment results. In fall 2009, 49% of 5<sup>th</sup> grade students and 51% of 8<sup>th</sup> grade students passed the pre-assessment. In 2008 – 2009 the 35% of 5<sup>th</sup> graders passed the pre-assessment and 56% passed the post-assessment. The 8<sup>th</sup> graders did better with 57% passing the pre-assessment and 70% passing the post-assessment.

The district is in the process of developing an online course capacity via Moodle. Currently three courses for teachers have been loaded including: Teaching at a Distance, Learning How to Moodle, and Online Facilitators Training. The Technology Training Specialists are in the process of auditing these courses in preparation for teacher training for the fall 2010 semester. The district also purchased Elluminate software and is using this to deliver professional development via webinar.

To increase parent and student involvement, the Technology Training Team is working with teachers/schools in the development of dynamic teacher web pages and in the virtual showcasing of student work. For example, one school hosted a virtual showcase this year using the teacher web pages and Google Apps to share student products with the community. In addition, an overview of Dysart Technologies has been developed and is being offered via webinar. This presentation is interactive and encourages parents to become involved digital citizens by raising their awareness of the information that is available to them.

Over the last three years, we have guided over 250 teachers to completion in both the Intel Essentials Course and the Intel Teach Thinking Course. Known within Dysart as

the E3 Academy, participating teachers receive 6 additional laptops in addition to the 60 hours of intensive professional development through these Intel Teach programs. Both of the courses focus on the creation and implementation of problem based units with learning experiences that include authentic learning, collaboration, communication and problem-solving.

To ensure our students are using technology in ways that will improve their use of 21<sup>st</sup> Century Skills, walkthrough data was consistently gathered first semester. The use of two walk through tools have allow us to provide feedback to schools regarding student's access to technology: The 21<sup>st</sup> Century Learning Walkthrough and the Technology Run-through form. Unfortunately this practice was not continued second semester due to job cuts and concerns regarding the number of walk through formats for example; Ed Services also conducted separate walkthroughs.

Technology is supporting the Dysart Strategic plan in the following areas/goals:

**Theme 3-B:** Exceeding Standards, Future Ready- Evaluate annually the effective implementation of the District Technology Plan in the areas of integration, student access and student achievement.

*An evaluation and review of the district's technology plan was conducted by the technology planning committee this year. This committee reviewed student technology literacy results, student access, and walk through feedback. All information was then turned into a set of priorities and objectives for improvement in these areas.*

**Theme 3-C:** Exceeding Standards, Future Ready – All Dysart graduates will succeed in college, work and life by mastering the New Century Learner Skills (problem solving, collaboration, leadership and communication technology) and meeting or exceeding the academic standards required by the state by spring 2013.

*Through collaborative efforts of the E3 Academy and/or school-based PLC's, the technology team facilitates the development of project-based units that are specifically built to expand student's use of 21<sup>st</sup> Century skills.*

**Theme 3-D:** Exceeding Standards, Future Ready - Use data to drive instructional decision-making process to support data informed decision making at the school site level and district level.

*The development and maintenance of Dysart's Instructional Management Suite, iPal has placed the data required to make instructional decisions into a dynamic easy to access format.*

## **Dysart Unified School District Needs**

- Articulate and vertically align state technology standards with district curriculum maps in the Dysart's Instructional Management Suite, iPal
- Addition of Technology Resources in iPlan
- Use data from iPal to drive professional development decisions by focusing on concepts students are struggling with the most
- Increase Technology Literacy Assessment to include all 5<sup>th</sup> and 8<sup>th</sup> grade students in the district
- Publish the goal of 80% of 8<sup>th</sup> graders passing the Technology Literacy Assessment
- Offer Online Courses for students
- One walkthrough tool that combines the needs of Ed Services and IT

## **Leadership**

### **Current Reality**

Technology supports district administrators in their responsibilities in three major ways:

- 1) Providing Tablet PC's, Blackberry Smart Phones and iObservation software assisting administrators in walk-through observations and productivity, communication, collaboration tools for anywhere, anytime access.
- 2) The "Leading by Example" administrative professional development series illustrates for leaders how to model use of technology in management, staff meetings, trainings and classroom instruction.
- 3) The Dysart built iPAL suite of online tools brings together relevant student, teacher and instructional data for administrators and teachers for targeted and individualized resources for improving student achievement.

The iPAL tools provides individual student achievement data and targets priority areas by student, class, grade, school and district levels in several content areas including Reading, Math and Science. Priority areas are then linked directly to curriculum and instructional resources and related professional development opportunities designed to assist teachers increase student achievement.

Administrators promote and evaluate the use of technology by teachers through modeling different uses in staff meetings and technology classroom walkthroughs with district level technology support staff where instruction is observed and then debriefing sessions are held with administrator coaching them with look-for's and strategies that can be used to enhance instruction.

Site-based capital budgets allow administrators to purchase technology for their school including interactive white boards, tablet computing devices, etc.

### **Dysart Unified School District Needs**

- Administrator technology skills assessment
- Leading By Example monthly training sessions for Administrators

### **Preparation and Development Of Educators**

#### **Current Reality**

The tools used for evaluating and determining technology professional development needs are as follows:

- Building run-through data – this data is quickly gathered by walking through a school looking in each room to determine what equipment is being used, who is using it, and at what level. Our goal is to gather this data six times yearly per school.
- New Century Learner Walkthroughs –these were scheduled with building leaders and conducted as a group. The group visited 4-5 classrooms and spent up to 15 minutes observing. The observers were looking for the use of technology in higher order thinking, depth of knowledge, substantive conversation, personal connection, social support and 21<sup>st</sup> Century skills. Our goal was to gather this data twice yearly at each school. In response to concerns regarding the number of walkthroughs and the differing expectations between the Ed. Services and IT, all walkthroughs have been placed on hold second semester.
- The Florida-based Inventory of Teacher Technology Skills is an online assessment that is taken by all employees on an annual basis.

Training and professional development on the effective integration of technology is delivered in a variety of formats, with our most intensive training being the E3 Academy (Empower! Excite! Engage!). This professional development academy has been in place at Dysart since fall 2007. The academy offered each semester and requires a four semester commitment. The first semester is comprised of a 60 hour workshop where participants work as a team to learn the elements of problem based learning, and collaboratively build a technology rich problem based unit. The academy's curriculum is provided via Intel's Teach Thinking with Technology course. All problem based units will be created to focus on student's needs as indicated by benchmark and AIMS scores. Dysart has technology training specialists who are Intel instructor certified to facilitate

the E3 Academy. The following three semesters, participants cycle through unit implementation, success celebrations, reflections, and creation of a new units. This work is directly supported and made public via their campus E3 Lead Teacher.

The E3 Lead teachers are provided with ongoing professional development provided by the technology training supervisor. This group of teachers comes together once a month to share information with each other and learn new tools and techniques they can take back to their campus.

In addition to the E3 Academy, each school has a technology training specialist assigned to provide differentiated technology support to their campus. The campus-based trainings are offered in a variety of ways with some being on Monday early release days, meetings with PLC's before/after school and during prep periods.

The technology training team also offers a selection of technology integration courses for teachers that are delivered after school at the district office and now, via webinar each semester. In addition, the technology training team also embedded the effective integration of technology into monthly Instructional Coach and librarian meetings.

Leading by Example is an ongoing professional development academy designed for building level administrators. The topics were aligned to the National Technology Standards (NETS) for Administrators, and chosen based on needs identified through technology walkthroughs. Four topics were to be covered per year with two unique classes devoted to covering each topic for a total of 8 classes. Each class will be delivered twice, and be held from 5:00 PM to 5:50 PM on regularly scheduled Governing Board meeting days. This academy was facilitated by the district technology coordinator who left the district in October. The district technology coordinator position was not filled and this academy has not been in session since that vacancy.

Incentives for professional development classes include recertification hours, professional growth credit, stipends, and equipment. Participants of the E3 Academy receive 6 laptops for their classroom in addition to 60 hours of recertification. Due to budget cuts, programs that involve stipends and/or equipment are in danger of losing those incentives.

Professional development effectiveness has been measured via class survey results, observational walk-through data, attendance logs, training evaluations, technology learning assessment results, and student achievement. We continue to see improvements in the walk-through data of teachers who participated in the E3 Academy, as well as positive feedback from participants. While face-to-face after school trainings have had extremely low attendance rates this year, the new webinar PD format has seen a steady increase in attendance. This year the ability to tie professional

development results to student achievement would have been available if more of the training were being aligned with the needs of students as identified in iAssess. Unfortunately, the needed shift in planning and development of professional development has not occurred.

Technology is supporting the Dysart Strategic plan in the following areas/goals:

**Theme 3-E:** Exceeding Standards, Future Ready - Evaluate the district's staff development plan, processes and data to support student achievement.

*Dysart's Instructional Management Suite has been developed to align student data with professional development needs.*

### **Dysart Unified School District Needs**

- Unify the walk-through form to include the observational requirement of Ed Services and IT
- Professional development on the effective use of technology for administrators
- Secure funding to continue professional development incentives
- Alignment of training and professional development courses with areas of need as indicated in iAssess

### **Infrastructure**

#### **Current Reality**

Individual schools are connected to the Internet via centralized district data center. Internet connectivity for the Dysart Unified School District between the district's data center and Cox ISP is 100Mbps total or 4.3 Kbps per-student average for our 23,958 total students. Per the SETDA recommendations published June 2008 of 10 Mbps per 1,000 students/staff, Dysart requested additional capacity utilizing E-Rate funds to upgrade Internet connectivity to 300Mbps in July 1, 2010. Available bandwidth between individual schools and the district data center is generally between 20-108 Mbps.

Classrooms are generally equipped with 6 data drops and wireless connectivity to the Internet and other digital resources. The district average student to computer ratio is 3:1. Approximately 2/3 of classroom teachers have district-provided laptop computer checked out to them full time. Because of state capital budget cuts and lack of voter authorized capital override, the district is unable to fund its current equipment replacement schedule of every 5 years. The district has not replaced



computers per the replacement schedule for 3 years due to these financial conditions.

Generally E-Rate funds are used by the district for utility reimbursement providing leased line and Internet access as the district does not qualify for Internal Connections funds. The district's weighted discount rate for E-Rate funds is approximately 60% for the 2010-2011 funding year. As noted above, the district has requested E-Rate funds to increase Internet bandwidth capacity for the upcoming funding year.

Current staffing levels for technology support include 15.0 FTE for over 27,600 end-users and 10,231 desktop and laptop computer technical support. Each technical support staff member is responsible for 682 computers and 1,840 end-users. Approximately 30% of computers district-wide are more than 5 years old and by summer 2011 all computers are expected to no longer be covered under warranty. Staffing levels for network infrastructure support include 4.0 FTE supporting 172 servers, over 5,000 voice extensions, and nearly 1,000 network infrastructure devices including routers, switches, wireless access points, etc.

Technology is supporting the Dysart Strategic plan in the following areas/goals:

**Theme 2-B: Modeling Success – Design strategies to build trust among and between stakeholders.**

*Design, implemented and maintain websites dedicated to distributing comprehensive information regarding district strategic plan including how to become involved, membership of teams and meeting schedules/minutes.*

**Theme 3-B: Exceeding Standards, Future Ready – Evaluate annually the effective implementation of the District Technology Plan in the areas of integration, student access and student achievement.**

*Design assessment tools to evaluate and report on the progress of the achievement of the district technology plan.*

**Theme 3-C: Exceeding Standards, Future Ready – Dysart graduates succeed in life through mastery of New Century Learner Skills and meeting minimum state academic standards.**

*Implement online and hybrid online courses.*

**Theme 3-D:** Exceeding Standards, Future Ready – Use data to inform instructional decisions.

*Design and implement data tools to report student achievement, instructional resources, teacher demographic data and professional development opportunities that identify and align to instructional priority areas.*

**Theme 4-A:** Healthy Students, Safe Schools – Design and implement bullying prevention program.

*Evaluate the utilization of the Safe Schools Hotline.*

**Theme 4-A:** Healthy Students, Safe Schools – Design and implement bullying prevention program.

*Evaluate the utilization of the Safe Schools Hotline.*

### **Dysart Unified School District Needs**

- Increase Internet bandwidth capacity to 300Mbps
- Replace 6 year old computers
- Provide laptop for every teacher
- SQL Cluster for high demand databases such as iPAL, Time Clock, Teacher Websites, etc.
- Increase wireless access points in high traffic areas
- Load balancing and high availability for district web services

## **ACTION STEPS**

### **Goal 1: Reading/Language Arts Proficiency**

Reading/Language Arts - The DUSD will meet the Annual Measurable Objectives in Reading for each grade level in each sub group including ELL and Special Education as measured by AIMS

#### **Strategy 1: Reading - Leadership Capacity/Accountability**

DUSD will build leadership capacity and accountability through the continuation of the Leadership Academy.

#### **Technology Action Step: 1.1.1 Reading - Leadership Capacity/Accountability**

Include International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS-T & NETS-A) in at least 80% of the Professional Development modules for Instructional Growth Teachers prior to delivery of Professional Development.

#### **Strategy 2: Reading - Differentiated Instruction**

Design and implement an intervention model for differentiated instruction which includes "if-then" statements that will provide clear entry and exit criteria and options at each level and content area.

#### **Technology Action Step: 1.2.1 Reading - Differentiated Instruction**

Articulate and vertically align state technology standards with district curriculum maps in Dysart's Instructional Management Suite, iPAL. The iPAL suite of tools incorporates iPlan (curriculum planning and instructional resources), iAssess (custom student achievement data) and iLearn (Professional development linked directly to achievement results).

#### **Technology Action Step: 1.2.2 Reading - Differentiated Instruction**

Include at least one instructional technology resource in all curriculum map lesson planning units within iPlan by August 2011.

#### **Technology Action Step: 1.2.3 Reading - Differentiated Instruction**

Use data from iPAL to drive professional development decisions by focusing on concepts students are struggling with the most.

### **Technology Action Step: 1.2.4 Reading - Differentiated Instruction**

Upgrade Dysart's classroom walk through tool by embedding indicators of 21st Century skills that are aligned with Dysart's current Guiding Pupil Success (GPS) form in iPAL and train site administrators in the use of the tool.

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### **Goal 2: Mathematics Proficiency**

The DUSD will meet the Annual Measurable Objectives in Math for each grade level in each sub group including ELL and Special Education

#### **Strategy 1: Math Proficiency - Leadership Capacity/Accountability**

Building leadership capacity and accountability through the continuation of the Leadership Academy.

### **Technology Action Step: 2.1.1 Math - Leadership Capacity/Accountability**

Include International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS-T & NETS-A) in at least 80% of the Professional Development modules for Instructional Growth Teachers prior to delivery of Professional Development.

#### **Strategy 2: Math Proficiency - Differentiated Instruction**

Design and implement an Intervention Model for differentiated instruction which includes "if-then" statements that will provide clear entry and exit criteria and options at each level and content area.

### **Technology Action Step: 2.2.1 Math - Differentiated Instruction**

Articulate and vertically align state technology standards with district curriculum maps in Dysart's Instructional Management Suite, iPAL. The iPAL suite of tools incorporates iPlan (curriculum planning and instructional resources), iAssess (custom student achievement data) and iLearn (Professional development linked directly to achievement results).

### **Technology Action Step: 2.2.2 Math - Differentiated Instruction**

Include at least one instructional technology resource in all curriculum map lesson planning units within iPlan by August 2011.

### **Technology Action Step: 2.2.3 Math - Differentiated Instruction**

Upgrade Dysart's classroom walk-through tool by embedding indicators of 21st Century skills that are aligned with Dysart's current Guiding Pupil Success (GPS) form in iPAL and train site administrators in the use of the tool.

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### **Goal 3: Highly Qualified Teachers and Para-Professionals**

100% of the core teachers at non Title 1 schools will be Highly Qualified within one year of hire as measured by the completion of ITP's and the HQT Input Position Report beginning with the 2009-2010 school year. 100% of the core teachers at Title 1 school will be Highly Qualified at the beginning of the 2009/2010 school year as reflected in HQT and completion of the attestation form 100% of the paraprofessionals will be highly qualified at time of hire as measured by completion of the HQT Input Position Report Beginning with the 2009-2010 school year.

### **Strategy: HQ Teachers - Provide Assistance**

The district will provide assistance to core teachers at Title 1 schools who are highly qualified

### **Technology Action Step: 3.1.1 HQ Teachers - Provide Assistance**

Ensure all teachers enrolled in Dysart Teacher Induction program are provided with an introduction to DUSD technologies and supported in the ongoing use of technology in their classrooms by August 2010.

### **Technology Action Step: 3.1.2 HQ Teachers - Provide Assistance**

Provide help documents and training that ensure all teachers have IDEAL (Integrated Data to Enhance Arizona's Learning) accounts so they can access online courses to become Highly Qualified by August 2010

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### **Goal 4: Proficiency in English for ELLs**

Each school will reclassify 30% of the students who are Limited English Proficient to Fluent English Proficient.

### **Strategy: Proficiency in English for ELLs - ELD Block Fidelity**

Implement with fidelity the 4 hour ELD block

**Technology Action Step: 4.1.1 Proficiency in English for ELL Students - ELD Block Fidelity**

Provide professional development focusing on technology tools and resources that will increase comprehensibility for ELL (English Language Learner) students by August 2010.

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**Goal 5: Safe, Drug-free Schools Conducive to Learning**

The number of behavior incidents (as defined in student handbook, will be reduced by 15% as measured by reports and referrals.

**Strategy 1: Safe Schools - Bullying Prevention**

Design and implement a bullying prevention program

**Technology Action Step: 5.1.1 Safe Schools - Bulling Prevention**

Design and implement an Internet Safety/Digital Citizenship program for students by January 2011.

**Technology Action Step: 5.1.2 Safe Schools - Bullying Prevention**

Design and implement digital citizenship classes for teachers, parents and community members by May 2011.

**Strategy 2: Safe Schools - Internet Safety**

Use technology to create safe schools that are conducive to learning.

**Technology Action Step: 5.2.1 Safe Schools - Internet Safety - CIPA (Children's Internet Protection Act) Compliance**

Provide safe and appropriate Internet access through content filters that are compliant with CIPA procedures.

**Technology Action Step: 5.2.2 Safe Schools - Internet Safety - Electronic Information Services Agreement**

Require all staff, students and parents to read, accept and sign Electronic Information Services Agreement (EIS) prior to using technology tools.

### **Technology Action Step: 5.2.3 Safe Schools - Internet Safety - Maintenance & Support Policies and Procedures**

Develop policies and procedures related to maintenance of hardware, software, infrastructure and security in addition to current technology tools by January 2011.

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### **Goal 6: High School Graduation**

All incoming ninth grade students will develop a 4 year career pathway plan as evidenced by class schedules by the beginning of Fall 2010.

#### **Strategy: High School Graduation - Exit Criteria**

Design and implement plans to provide clear exit criteria for graduation.

#### **Technology Action Step: 6.1.1 High School Graduation - Exit Criteria**

Design and implement training for K-8 teachers focused on the development of student electronic portfolios which include a science, technology, engineering and mathematics (STEM) project by May 2011.

#### **Technology Action Step: 6.1.2 High School Graduation - Exit Criteria**

Improve graduation rates and support career pathway plan by offering HS credit recovery classes online by August 2011.

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### **Goal 7: Parent Involvement**

DUSD will increase communication with all stakeholders by 10% as measured by the end of the year parent survey in June 2010.

#### **Strategy: Parent Involvement**

All schools along with the district will increase effective parent and family involvement as measured by surveys and attendance.

#### **Technology Action Step: 7.1.1 Parent Involvement**

Design and implement the "Introduction to Dysart Technologies" sessions for parents during Kinder Roundup, Open House, Meet the teacher nights, Online/District Web Page and at the beginning of the school year by August 2010.

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## **Goal 8: Technology Literacy**

100% of all 8<sup>th</sup> graders, certificated teachers and administrators will be identified as proficient as measured by Student and Staff Technology Literacy and 21<sup>st</sup> Century Skills Literacy Assessments by August 2012.

### **Strategy 1: Technology Literacy**

Design and implement plans to improve technology literacy of administrators, teachers and students

#### **Technology Action Step: 8.1.1 Technology Literacy - Student Assessment**

Implement the technology literacy assessment adopted by the Arizona Department of Education for all students in grades 3, 5 and 8 with a goal of 80% at grades 3 and 5 identified as proficient and 100% of students in grade 8 identified as proficient by August 2012.

#### **Technology Action Step: 8.1.2 Technology Literacy - Staff Assessment**

Implement the technology literacy assessment adopted by the Arizona Department of Education for all teachers and administrators district-wide in Fall and Spring each school year with a goal of 100% identified as proficient by end of each school year by August 2012.

#### **Technology Action Step: 8.1.3 Technology Literacy - Accountability**

Include Staff and Student Technology Literacy Assessment Results in Quarterly Superintendent Success Zone Discussion with Site Leadership Teams beginning Spring 2011. Identify Student Technology Literacy Assessment Proficiency Results disaggregated by district, school, grade level and teacher by August 2012.

#### **Technology Action Step: 8.1.4 Technology Literacy - Leading by Example**

Provide "Leading By Example" monthly training sessions for Administrators targeting ways to model technology in leadership beginning September 2010.

### **Strategy 2: 21st Century Skills Literacy**

Design and implement plans to improve 21st century skills of administrators, teachers and students as identified by ISTE-S Standards, the Partnership for 21st Century Skills Student Outcomes and the DUSD New Century Learner Skills.



### **Technology Action Step: 8.2.1 - 21st Century Literacy - Student Assessment**

Implement the 21st Century Skills assessment adopted by the Arizona Department of Education for all students in grades 4, 7 and 10 with a goal of 80% at grades 4 and 7 identified as proficient and 100% of students in grade 10 identified as proficient by August 2012.

### **Technology Action Step: 8.2.2 - 21st Century Literacy - Staff Assessment**

Implement the technology literacy assessment adopted by the Arizona Department of Education for all teachers and administrators district-wide in Fall and Spring each school year with a goal of 100% identified as proficient by end of each school year by August 2012.

### **Technology Action Step: 8.2.3 - 21st Century Literacy - PLC's / Student Work**

Collaborate with Professional Learning Communities (E3 Academy) helping them integrate technology into lessons and helping them assess 21st Century Skills in student work such as wikis, blogs, and other collaborative tools using resources such as rubrics, project checklist and assessment timeline. Publish these resources on the district technology page by August 2011.

### **Technology Action Step: 8.2.4 - 21st Century Literacy - Authentic Learning**

Each semester students will engage in at least one authentic learning experience with 50% of classes participating the first year, 80% of classes in year two, and 100% in year three beginning August 2011.

### **Technology Action Step: 8.2.5 - 21st Century Literacy - Media Specialists**

Evaluate and propose changes to the role of K-12 Media Specialists that facilitates greater accessibility and enhanced resources in school media centers, and collaboration among media staff and teachers. Focus team comprised of stakeholders will evaluate the role of Media Specialists during the Fall semester of 2010 with proposed changes being shared in the Spring semester 2011.

### **Technology Action Step: 8.2.6 - 21st Century Literacy - Accountability**

Include Staff and Student 21st Century Literacy Assessment Results in Quarterly Superintendent Success Zone Discussion with Site Leadership Teams beginning Spring 2011. Identify Student 21st Century Literacy Assessment Proficiency Results disaggregated by district, school, grade level and teacher by August 2012.

### **Strategy 3: Infrastructure**

Provide technology infrastructure to adequately support consolidated plan

#### **Technology Action Step: 8.3.1 Infrastructure - Funding**

Obtain funding sources to continue laptop incentives for Dysart's E3 Academy. Propose Capital Override for Fall 2011.

#### **Technology Action Step: 8.3.2 Infrastructure - Internet Bandwidth**

Increase Internet bandwidth capacity to 300Mbps to meet SETDA guidelines of 10Mbps / 1,000 students by August 2010.

#### **Technology Action Step: 8.3.3 Infrastructure - Computer Replacements**

Annually replace 6 year old + computers by August 2012.

#### **Technology Action Step: 8.3.4 Infrastructure - Teacher Laptops**

Provide laptop for every teacher by August 2011.

#### **Technology Action Step: 8.3.5 Infrastructure - SQL Cluster**

Provide SQL Cluster for high demand databases such as iPAL, Teacher Websites, etc. by August 2011.

#### **Technology Action Step: 8.3.6 Infrastructure - Wireless Connectivity Expansion**

Increase wireless access points in high traffic areas by August 2011

#### **Technology Action Step: 8.3.7 Infrastructure - Web Services Reliability and Performance**

Provide load balancing and high availability for district web services by August 2011.

#### **Technology Action Step: 8.3.8 Infrastructure - Access**

Support national technology plan step 4.2 which states, "*Ensure every student has at least one Internet access device and software resources for research, communication and multimedia content creation, and collaboration for use in and out of school.*" by

combining district provided devices with the accessibility of student's personal Internet enabled devices. Design professional development for teachers to ensure students have the skills to properly leverage the power of their student's personal devices. Design professional development to be delivered to E3 Lead teachers by Spring 2011 with classes open to all teachers beginning Fall 2011.